



# We Make Choices Every Day, Comparing Groups to Decide Between Two Things

**Duration:** 30–40 minutes

**Standard:**

**K.CC.6** – Use matching or counting strategies to identify whether the number of objects in one group is **greater than**, **less than**, or **equal to** the number of objects in another group.

**Essential Question:**

**How can counting help us make choices between two things?**

**Objective:**

Students will compare two groups of objects using matching or counting strategies and determine which group has **more**, **less**, or if they are **equal**—and connect this to making choices.

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## Materials:

- Two baskets or bowls
- Small objects (e.g., cubes, crayons, stickers, counters)
- “Choice cards” showing two options (ice cream vs. cookies, playground vs. art, etc.)
- Recording sheet (optional)
- Chart paper or whiteboard



## Lesson Steps

### 1. Warm-Up Discussion (5 minutes): “We Make Choices Every Day”

Begin with a real-world conversation.

Say:

“Every day we make choices. Sometimes we have to choose between two things we want. How do we decide?”

Show a **choice card** (example: *Play outside* vs. *Play with toys*).

Ask:

- “How would you choose?”
- “What could we compare to help us make a decision?”

Introduce the idea:

“Today we will use **counting** to help us compare two groups and make a choice.”

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### 2. Introduce Counting to Compare (5 minutes)

Place **two baskets** on the table.

Basket A has **7 cubes**, Basket B has **5 cubes**.

Ask:

“**Which basket has more? How can we find out?**”

Model two strategies:

#### Strategy A: Matching

- Line up cubes from each basket in two rows.



- Match them one-to-one.
- The row with extra cubes is the **greater** group.

### **Strategy B: Counting**

- Count cubes in Basket A (7).
- Count cubes in Basket B (5).
- Decide which is greater.

Write on board:

$$7 > 5$$

Emphasize vocabulary: **greater, less, equal**

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## **3. Connect Comparing to Making Choices (3 minutes)**

Say:

“Sometimes we want to choose the option that has *more*. Let’s use counting to help us choose.”

Show a choice card: **Playground** vs. **Reading Corner**

Place a group of objects under each option to represent “how many kids want each one.”

Example:

- Playground = 8 counters
- Reading = 6 counters

Ask:

- “Which group is greater?”
- “Which choice would we make if we wanted the one more kids chose?”

## 4. Guided Practice (10 minutes)

Students work in pairs with **two cups of objects**.

### Directions:

1. Partner A fills Cup A with some objects (1–10).
2. Partner B fills Cup B with some objects (1–10).
3. Together they:
  - **Match** the objects to compare
  - Or **count** both groups
  - Decide which has **more**, **less**, or if they are **equal**
4. Then they connect it to a “choice card.”

Example:

“If Cup A is ice cream and Cup B is cookies, which one has more wants?”

Teacher circulates and prompts:

- “How do you know this group is greater?”
- “Show me your matching strategy.”
- “Let’s count again to check.”

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## 5. Independent Practice (7–10 minutes)

Students receive a worksheet or mat with **three sets of choices**, each with two groups of pictures.

Examples:

- **Apples:** 



Students must:

1. Count each group.
2. Write  $>$ ,  $<$ , or  $=$ .
3. Circle which one they would choose *if choosing the greater group*.

Optional extension:

Students write one sentence such as:

“I choose apples because they have more.”

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## 6. Closing Reflection (3 minutes)

Ask:

- “How did counting help you compare?”
- “What did you notice when using matching?”
- “When might comparing groups help you make choices in real life?”

Reinforce the big idea:

**We use matching and counting to figure out which group is greater, less, or equal—and this can help us make choices.**

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## Assessment

- Observe student strategies during guided practice
- Check worksheet for correct comparisons
- Listen for correct use of vocabulary